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ABSTRACT

The education and training of Indonesian librarians is presented in the context of the Indonesian society; specifically, the relation with the educational aspects and programs of the nation. Only after these aspects are understood can well-balanced educational programs for the training of librarians be set up. It is shown that while there are demands for trained library personnel and professional librarians to support and enhance the national educational programs, the librarians' training centers are inadequate to meet those demands. Steps which could be taken to help solve these problems are suggested. (Author/NH)

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CONFERENCE OF SOUTH EAST ASIAN LIBRARIANS
S I N G A P O R E

THE EDUCATION AND TRAINING OF INDONESIAN LIBRARIANS : PROBLEMS AND PROSPECTS.

(Soejono Trimo)

" For the public libraries of a country to be a factor in general education, staffs must be selected not primarily as worshippers of learning or experts in cataloguing but as intermediaries between the world of books and all classes of the population. The librarian's training should develop his talent for relating his work to education in general. ....
The solution seems to be that nobody should be appointed a librarian in a public library unless he has shown an interest in, and a knowledge of, some sort of free educational work." (Thomsen, 1950).-

There are a certain number of interwoven facets that must be considered first before we can discuss the education and training of the Indonesian librarians as the former have a direct and indirect impact upon the latter, e.g.:

1). the education of our people which will determine the kinds and number of librarians needed now and in the future;

2). the existing libraries and their man power, and

3). the present facilities and problems of the librarian's education and training. Unless we have understood those aspects we won't be able to draw the proper policy and well fit designs for:

a). the kinds of librarians we need at the present time and in the future;

b). the number of professional librarians and other trained personnel that should be produced;

c). the expected quality of our librarians; and

d). the system of education and training for our librarians and library staffs that should and will be carried out. Further more, without gaining a general picture of the above-mentioned matters it is difficult for us to anticipate or forecast the possible built-in-weaknesses in the "would be" adopted

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We should keep in mind here that it is beyond our intention to discuss the library profession because all of us know perfectly well whether librarianship is a profession or not. And it is not the aim of this conference to settle this matter.

As it has been the case that our library services will not be perfect if we just depend on what is in our own collections without the proper use of outside resources and cooperation, so is it with the edu-

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LI 003 633

cation and training of our librarians and other library personnel. We can not fully develop and enhance them without the use of outside resources and cooperation amongst the Southeast Asian librarians and the existing library schools within the concerned countries. Mutual understanding and solution of all the problems we face are vital for the interest of the countries represented in this conference and what can be achieved here will be of our mutual benefits. We bring this matter forward on a basis that, in general, the number of professional librarians within this part of the world is very small/limited; not mentioning the number of those who are in charged of producing the future librarians yet.

On the other hand we know exactly that the facilities for our library schools are very meager and inadequate and that we still depend to a certain degree on sending our men abroad to study library science. To be able to meet the rising demand for librarians we may not always depend on the latter and yet, we also know that our home production is not sufficient to fulfill the existing needs of our vast educational networks. We have to do something in this case if we are eager to support and enhance our educational standards and processes in our countries' effort to produce skilled, well informed and responsible citizens of tomorrow.

Today, most of our libraries are manned inadequately while their condition as well as quality are far from the normal minimum requirements/qualifications. This is a general characteristic feature of the libraries in a developing country like ours and it is not surprising when there were some foreign experts who ever launched their reports stated that our libraries were in their hopeless condition and badly managed. They forgot to see their own library history in the past and to understand the interwoven factors that took part in our nation's educational processes.

We do realize that so far, each country in this Southeast Asian

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We do realize that so far, each country in this Southeast Asian region has been doing her individual efforts to meet badly wanted librarians or trained personnel so that we may, practically speaking, say here that there have not been any mutual understanding and cooperation amongst us to overcome our handicaps and difficulties. Fortunately enough, the Conference on Southeast Asian Research Materials at Puntjak (Indonesia), April 21 - 24. 1969, has laid the necessary steps toward a better regional cooperation in the training of our librarians.

To give the basis for our discussion on the education and training of our librarians and to see the "whys" and "how" we should handle them,

let us.....

let us look over the following aspects:

I. THE EDUCATION OF OUR PEOPLE.

As it was written in one of the reports published by the UNESCO in 1967[1)], Indonesia was grouped in Group B countries together with Burma, Cambodia, India, Iran, Mongolia, Pakistan and Viet-Nam (Republic of Viet-Nam) in an Asian Education Model meant as a realistic presentation of the likely achievements rather than ambitious goals. This Model is more than merely a statistical projection based on the past rate of educational progress but it may present a clear picture based on the desire of the region to advance as rapidly as possible in the field of education. From that report we obtain the following data which are very essential for our consideration on the training of librarians:

a). Illiteracy remains an acute problem in Group B countries; while illiteracy among the younger group of adults would have been greatly reduced, it would still be high among the older age groups of the working population, unless special measures are taken to reduce illiteracy among this group also.

b). that the bulk of primary school enrolment is counted for by countries in this group: 86% in 1964 and 80,5% in 1980.

c). that the massive out-of-school education for youth and adults aged 13 - 29.

d). that the estimated in- and out-of-school population classified by the age (1962-) is as follows:

(IN THOUSANDS)

Enrolment at all levels	Unenrolled youth and adult population (by age group)				Total
	6-12	13-15	16-29	30-49	6-49
79.325	62.940	36.825	179.032	157.067	435.864

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Point a) has shown that illiteracy in Group B countries is still a big problem and very challenging while the percentage of the primary school enrolment is high which mean, amongst the other educational institutions, that there is a great number of public and school libraries needed to support and take an active role in the educational processes. This means that there should be an adequate number of librarians and teacher-librarians available for the grand scale of educational activities...

1). United Nations Organization, Unesco, Book Development in Asia: a Report on the Production and Distribution of Books in the Region, (Paris: 1967) p. 55.

ties in those countries.

In Indonesia, the number of illiteracy is 85% in the population 10 years of age and over in 1961.[2] Another source, however, has given the following data:

ILLITERACY IN INDONESIA, 1961[3]

Latin Characters	Any Characters
57,1%	53,3%

Amongst the younger generation, however, the trends of the school enrolment shows a more favorable condition in the educational progress. There was an increase of the percentage from 30.6% to 36.1% for the first level in 1961 and from 3.0% to 3.9% for the second level. The same data also points out that the numbers of lementary schools grew to 55.703 and 8.810 for the secondary ones (including the vocational, technical as well as teacher training) in 1961. (Nugroho, 1967).

The apparent problem of our schools is something to do with their quality. Shortage of teaching materials and equipment is the most characteristic feature of this problem for the first as well as the second levels of education. It was observed that for both levels the shortage or inadequacy of libraries, laboratories and audio-visual aids was dominant.[4] An example of the prevailing problem of our schools in West Java is that there are only three senior high school libraries which are run by untrained personnel in librarianship, while the existing public libraries are far from adequate to even able to play an active role and support the school programs.

The question of quality will be worse if we will further consider the increase of enrolment projected for the year 1981 as is listed on the following table:

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MINIMUM ENROLMENT PROJECTION 1981, INDONESIA.[5]

Type of school	Enrolment	
	1961	1981
1. Primary school	12 150 000	19 520 000
2. Junior high school	540 000	1 340 000
3. -"- -"- -"- (vocational)	154 000	378 000
4. Senior high school	120 000	340 000
5. -"- -"- -"- (vocational/technical)	126 000	362 000
T O T A L	13 090 000	21 940 000

2). From UNESCO. Progress of Education in the Asian Region. (Bangkok: 1969).

3). Taken from NUGROHO. Indonesia: Facts and Figures. (Djakarta: Perguruan Tinggi Ilmu Statistik, 1967).

4). UNESCO. Long-term Projection for Education in Indonesia. (Bangkok: 1965) p. 21

5). Ibid, p. 61

The above-mentioned figures have shown to us that the increase of school enrolment is more than twofold in 1981 which also means that more schools will be established in the future to be able to accommodate those students. We have, however, known from the earlier paragraphs that the number and condition of the existing public and school libraries are inadequate and there is a big gap in the rank of public and school librarians/teacher-librarians. If we really want to eliminate the illiteracy and support the national educational programs we must set up a prompt and well-designed program for the education and training of our librarians. A system of priorities should be established in that program for the short- and long-term needs. For example, for today's needs the production of para-professional or semi-/assistant-librarians must be put on the first priority list in our program of training. This program will suit the current demand of public and school libraries at the present time and for the near future.

At the third level of education we find that 1.3% of the total enrolment at all levels were enrolled in the universities, academies as well as other higher institutions (private, semi-government, and government/state institutions) in 1966. The number of those institutions had come to 281 in that year.[6] As it has been the case of the first and second level of education, this third one has been facing the same problem: shortage/inadequacy of teaching materials and equipment becomes a common feature almost everywhere. Only a handful of higher institutions are luckier to have "libraries" and well-trained/professional university librarians to support their programs and projects. By seeing the above-mentioned number of higher institutions we will be able to plan promptly the quantity of university librarians needed at the present time. As the number is comparatively smaller than those needed at the first and second levels of education, and considering the must quality of a university librarian, some steps can be carried out to fulfill the present demand and needs for this type of librarians.

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a). our training centers for para-professional/assistant-librarians should be given the full responsibility and sponsorship for the production of this middle rank personnel;

b). the government should encourage and support the sending of our library staffs to study library science abroad; and

6). Indonesia. Departemen Perguruan Tinggi dan Ilmu Pengetahuan. Buku Peringatan Triwarsa Departemen Perguruan Tinggi dan Ilmu Pengetahuan. (Djakarta: 1964) p. 69-90.

c). the existing library school should prepare a well-designed program that will fit with the needs and quality of university librarians.

II. THE EXISTING LIBRARIES AND THE MAN POWER.

According to the accumulated data there are about 3.000[7)] libraries in Indonesia, amongst which 40 libraries belong to the state universities or other higher institutions. The term "library", however, should be interpreted in a flexible connotation as what is called a "library" may refer to a "collection of books of several hundreds copies only" to the real and well organized ones. Although there are several reports commenting on the condition and development of the libraries in Indonesia, no actual survey on them has ever been done so far. This is the reason why there are not enough data on the development of our libraries. In any case we may point out here that there are several libraries in Indonesia which can be categorized as the "fair" or "good" ones compared to the rest. Amongst those libraries are the ones located in Djakarta, Bogor, Bandung, Semarang, Salatiga (though the latter is still a new library), Jogjakarta, Surabaja, Malang, and Makasar (Sulawesi). Though many of them have inadequate man power and its quality is only slightly above the minimum requirement, they, at the least, have one or more trained librarians or professional librarians trained abroad. Let us glance those libraries according to their types briefly:

A. The State Libraries:

In accordance with our national plan, in every capital city of a province there should be one Provincial Library that has its function, roughly speaking, as the province's clearing house. Today, only a small number of those provinces have, however, the above-mentioned libraries and amongst them 4 provincial libraries may be counted as fairly run by trained personnel. The other ones have definitely stopped being a provincial library or are just badly managed. Those 4 fair provincial libraries are the ones in Semarang, Jogjakarta, Surabaja, and Makasar.

B. The Public Libraries:

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B. The Public Libraries:

The above-mentioned picture is also valid for the public libraries in Indonesia. They are mostly manned by persons graduated from the elementary schools plus a little in-service training in library works. It is a tragic situation for our country if we consider them in their context as intermediaries between the world of books/learning and the largest

7). Data taken from Scientific Center (Djakarta). Working Conference of Indonesian University Librarians. (Djakarta: 1969).

proportion of the population. Their librarians' education and training make them impossible to render good library services to their respective communities which consist, of a great variety of groups of people with their complex educational backgrounds, needs and interests. We do badly need trained librarians and/or assistant-librarians to rehabilitate the existing public libraries and in the future; a great number of librarians who can function as social educators for our society. The public librarians must be able to play an active role and support the educational programs of the local educational institutions. The number of public libraries is still unknown (unlisted in the statistical data book) in Indonesia but in West Java, as a sample, there are around 34.[8)]

C. The School Libraries:

One of the problems challenging our educational institutions, especially at the first and second levels of education, is the shortage and inadequacy of school libraries. As it was reported by the Unesco Regional Advisory Team for Educational Planning in Asia that:

> "As in elementary school, the serious shortage of teaching materials and equipment is the most characteristic feature of this problem.
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> It was observed in the secondary schools visited by the team that teaching materials and equipment, such as libraries, laboratories and audio-visual aids, were not adequate."9)

There are a small number of schools which are equipped with library facilities but this number represents a very small percentage of the existing schools in Indonesia, while those prevailing school libraries have no trained teacher-librarians/librarians. This condition exists due to the negligence of those school administrators or they may not understand what the library can do for their schools.

D. The University Libraries:

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D. The University Libraries:

At the third level of education the situation is better compared to the above-mentioned types of libraries. Although not all of the universities or other higher institutions have libraries of their own, a much higher percentage of the university and academy libraries are available. Many of those university libraries are striving for a better future and, though the condition is still hard for them, we may launch here that "the dawn for the improvement and development of library services" may start from them. Within this type of libraries we will find several professional librarians who have been trained abroad and a fair number of trained library technicians. Today, three university libraries have

8). Trimo, Soejono. Quo Vadis Universitas-Rakjat Kita. (Bandung: Biro Perpustakaan IKIP Bandung, 1968) p. iv.

9). UNESCO. Long-term Projections for Education in Indonesia. (Bangkok: 1965) p. 21.

come to a realization that:

a). to enhance the quality of their services to the community they must train their personnel;

b). they can not merely depend on their own resources but also have to obtain the cooperation from other libraries/institutions in their respective area and this may only be gained if the other ones have well trained man power too, and

c). their knowledge that there are still many universities or other institutions which have no libraries or trained librarians.

These are the reasons, amongst other things, why those three libraries (Bandung, Jogjakarta and Makasar) have been holding upgrading courses in librarianship to develop their library services and to assist other institutions in their respective regions. This seems a complementary effort, though temporarily, to the Graduate Library School in Djakarta.

E. The Special Libraries:

Corresponding to the university libraries are the condition of the existing special libraries. Their number is 84[10] and their importance is increasing lately since scientific research institutions have begun to realize the need of data and information to support their program activities and research projects. Although there is a great variability amongst the levels of education of the librarians of those special libraries, some are staffed by well qualified librarians, such as the Indonesian National Scientific Documentation Center (PDIN) of the Indonesian Institute of Sciences (LIPI) in Djakarta, the Museum Library (Djakarta), the Family Planning Training Center (Djakarta), the Gas and Oil Research Center (Djakarta), and the Bibliotheca Bogoriensis in Bogor. To overcome the urgent need of trained librarians, the PDIN has launched an upgrading course in Librarianship and documentation since the later part of 1969.

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In short, we may conclude here that the number of libraries as well as educational, scientific and research institutions, and other governmental/semi-governmental bodies/agencies has far left behind the quantity of trained library technicians and professional librarians. On the other hand, the understanding of the needed good library services has just begun to grow amongst our educated people and experts while our national plan for the education and training of librarians is still obscure. To settle this contradictory situation, let us look over our librarian's education and training facilities:

10). Lembaga Ilmu Pengetahuan Indonesia. Pusat Dokumentasi Ilmiah Nasional. Directory of Special Libraries in Indonesia. (Djakarta: 1969)

III. THE PRESENT FACILITIES AND PROBLEMS OF THE INDONESIAN LIBRARIAN'S EDUCATION & TRAINING.

Briefly speaking, the training of Indonesian librarians began in 1952 with the opening of Kursus Pendidikan Pegawai Perpustakaan (A Course for Library Personnel). This course was meant to offer but basic library skill and know how plus giving the students a general introduction to the world of knowledge. It was a two year course and at the end of the course it offered a certificate. In 1953, this course was transformed into Kursus Pendidikan Ahli Perpustakaan (A Course for Library Technicians) with almost the same objective. It was then subordinated to the Bureau of Library of the Ministry of Education and Culture. In the later part of 1959 it became a formal Library School which offered a training for 3 years. In 1961 this school was integrated into the Faculty of Teachers Training and Educational Sciences of the University of Indonesia which offered a bachelor's degree program in library science. Unfortunately, when that faculty became an Institute of Teachers Training and Educational Sciences and separated from the University of Indonesia in 1963, the Subdepartment of Library Science was subordinated to the Faculty of Letters of the University of Indonesia. In 1969, for some reasons, it stopped having a bachelor's degree program and started its master's degree one. The prerequisite for this "graduate program" is a bachelor degree in any fields of study outside the library science. The major aim of this program is to produce professional librarians with general background to run any kinds of library: either public, school, university or even special libraries.

As it is the one and only formal and approved school where the training for Indonesian librarians is available, we may anticipate the following problems:

1). Apparently,we are producing masters in library science who will hold high positions in the library field in the future and yet we do,

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As it is the one and only formal and approved school where the training for Indonesian librarians is available, we may anticipate the following problems:

1). Apparently,we are producing masters in library science who will hold high positions in the library field in the future and yet we do, unconsciously, neglect the training of the middle class people in our library profession. It will be a serious gap in the rank of Library personnel and a crucial problem for the present needs of public, school, and other types of libraries. In fact, what Indonesia needs for the present condition and near future is a great number of assistant-librarians or library technicians at all levels of education and for every type of library. Let us point out the data from the preceeding chapters that we need librarians or teacher-librarians for those 55.703 primary schools and 8.810 high schools, a sufficient number of trained and professional librarians for 281 higher institutions, and an adequate number of trained librarians (assistant-librarians) for the existing public libraries and

in the near future. Besides, we also require a good number of trained librarians as well as professional ones for our special libraries. Nowadays we have but 387 librarians and from that figure only a very small percentage are professional librarians.[11] Some of them, however, are not working in the library field any more.

2). In accordance with the above-mentioned problem, the output of that school will be far from sufficient to match with the existing demands and it will take many years to be able to meet them. Let us have a look at what has been projected by the Faculty of Letters of the University of Indonesia concerning the growth of the teaching faculty and the output of trained students from 1969 to 1979[12]:

YEAR	INSTRUCTORS		STUDENTS			OUTPUT
	Fulltimer	Parttimer	Djakarta	Jogja	Makasar	
1969	2	-	20			-
1970	4	11	30			6
1971	4+For.Ex.[13]	7	30			20-25
1972	+2= 6 For Ex.	-	30			30
1973	+3= 9 For Ex.		60			30
1974	+6=15		60	30		55
1975	+6=21		50	30	30	75
1976	+6=27		60	30	30	100
1977	+ 9=36		100	60	60	100
1978	+12=48		100	100	100	200
1979						275

To cope with the existing demands of trained personnel there must be other training centers and library schools available complementing the one in Djakarta.

3). The third problem concerns the quality of the Library School

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To cope with the existing demands of trained personnel there must be other training centers and library schools available complementing the one in Djakarta.

3). The third problem concerns the quality of the Library School outputs and this is reflected, amongst other elements, by its curriculum (see Appendix I). The library school is producing professional librarians with general training; which means, it offers (1) technical knowledge in librarianship, (2) some familiarity with human knowledge and ideas, and (3) a knowledge of some modern languages. To a certain degree, it seems that these subject areas will give the students the needed skill and know how to serve either the public, school, university or special

11). Data taken from Scientific Center (Djakarta). Working Conference of Indonesian University Librarians; 30 Oct. - 1 Nov. 1969.
12). Stevens, Robert D. Needs of the Department of Library Science University of Indonesia. A Report. (Djakarta: 1970)
13). For. Ex. means Foreign Experts needed.

library. It is right when they are intended for the first two types of libraries but it will be a fault if they are trained for becoming university as well as special librarians either to meet the present or future demands. The absence of having a deeper knowledge in a certain field of study, on the one hand, will make them unable to understand the needs of experts and lecturers using the library and to discuss their problems on equal terms. On the other hand, it will also inflict them a feeling of inferiority and corner them from their functional roles. So, to be more successful at the university as well as special libraries, the young librarians are required to have not only the technical knowledge but they must also have a more than superficial familiarity with at least one field of knowledge and a genuine knowledge of some modern languages.[14] Further more, in building the library school's curriculum one should always keep in mind the purposes of the library in general, e.g.: education, research and entertainment. Especially in training librarians for the public, school and university libraries, the e d u c a t i o n a l function of those libraries should be emphasized here in its relation with our national educational plan (see the preceeding chapters). For this reason, the would be librarians of the latter three types of libraries should have adequate knowledge of general education. This is relevant to what has been expressed by C. Thompsen:

> "For the public libraries of a country to be a factor in general education, staffs must be selected not primarily as worshippers of learning or experts in cataloguing but as intermediaries between the world of books and all classes of the population. The librarian's training should develop his talent for relating his work to education in general. .....
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> The solution seems to be that nobody should be appointed a librarian in a public library unless he has shown an interest in, and a knowledge of, some sort of free educational work." 15)

and Harry R. Voigt in his "Catechism of Education" in The Library College:

> "A library is a teaching tool. This means that the resources of learning materials are organized and presented by the new type teacher in such a way that the student finds himself progressing in knowledge at a pace that is unique to him

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>
> A librarian organizes knowledge and presents it to students in a manner that will cause them to progress as individuals. The positions of teacher and librarian merge. Teachers become librarians, and librarians become teachers."

Taking into account of the above-mentioned matters, since the library school in Djakarta has just a "graduate program" (a two year program), another system of education and training for our librarians should be

14). Landau, Thomas. Encyclopaedia of Librarianship; 3rd. rev. ed. (New York: Hafner, 1968) p. 250

15). Thompsen, Carl. "Denmark," in Unesco. Adult Education Activities for Public Libraries. (Paris: 1950) p. 5.

considered to be able to meet those requirements. And its curriculum should be able to take care of those subject matters in its 5 year program without neglecting the possibility of accepting graduate candidates from other fields of study. This system has two main programs:

1). one program for training assistant-librarians or library technicians (an undergraduate program), and

2). the other one for training professional librarians (a graduate program).

To carry out these programs, the curriculum of that system should provide:

a). for the undergraduate program: technical knowledge in librarianship, liberal arts and a genuine knowledge of the English language.

b). for the graduate program: advance knowledge in librarianship + a deeper knowledge in, at least, one field of study + fluency in the English language and the ability to read and comprehend another modern language.

In accordance with the above-mentioned requirements, the curriculum consists of:

I. Core Courses: library science which must be spread through the 5 year program but stressing more basic skill at the undergraduate level while the graduate program is intended for the crystallization of the needed specialization.

II. Recommended Courses: liberal arts and the appropriate educational sciences; the emphasis is at the undergraduate level.

III. Elective Courses: some courses in library science needed for the specialization in the library fields + courses needed to back the students' special field of study.

IV. Supplementary Courses: modern languages, field works, and seminar or thesis required.

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Due to the shortage of trained librarians and the rising demand for librarians at our educational and scientific and research institutions, some well organized university and special libraries have launched upgrading courses in librarianship to fulfill their own needs as well as to help other universities and institutions to overcome their shortage of this type of personnel. This step is, of course, an urgent but temporary effort until the Library School in Djakarta can supply that pressing demand or some other formal training centers are available/established to cope with this shortage/inadequacy of man power. And it was not earlier than the

later part.....

later part of 1969 when the following libraries:

a). The Bureau of Library of the Institute of Teachers Training and Educational Sciences in Bandung,

b). The Indonesian National Scientific Documentation Center of the Indonesian Institute of Sciences in Djakarta,

c). The Library of the Gadjah-Mada University in Jogjakarta, and

d). The Library of Hasannudin University in Makasar

started the upgrading courses. In general, their main purpose is to train para-professional librarians for their respective region, though some of them may also accept candidates from other regions, such as the ones in Bandung and Djakarta. One important thing can be brought forward here that the purpose of the Indonesian National Scientific Documentation Center (PDIN) in holding an upgrading course in librarianship and documentation is to carry out one of the duties of the Indonesian Institute of Sciences (LIPI) to rehabilitate the research institutes as stated in the Five Year Development Plan (incl. the library).

So far, there is no uniformity amongst these upgrading courses because each one has its own purpose, interest and needs in the context of its library services. Their variability is in:

a). the curricula of those upgrading courses;

b). the duration of the courses (from 2 - 6 months);

c). the entrance requirements; and

d). the certificates.

An example of this type of training is the one run by the Bureau of Library of the Institute of Teachers Training and Educational Sciences in Bandung with the following aspects:

a). Objective: to train para-professional librarians for Teachers College libraries in Indonesia and to supply teacher-librarians for the schools in West Java,

b). Course Duration: 6 months,

c). Entrance prerequisite: the candidates must have a bachelor's de-

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b). Course Duration: 6 months,

c). Entrance prerequisite: the candidates must have a bachelor's degree in a certain field of study,

d). Curriculum: see Appendix II

e). Certification: a certificate is offered by the Institute of Teachers Training and Educational Sciences---Bandung.

To avoid the future unnecessary problems caused by the absence of uniformity, a good coordination and cooperation should be arranged between the concerned institutions and the Subdepartment of Library Science of the Faculty of Letters of the University of Indonesia. Another measure that can be taken by the Directorate of Higher Education is by giving a prompt response to the resolution of the following event:

In 1969 a historical event in the library development in Indonesia took place in Djakarta from October 30 - November 1, e.g. the Working Conference of Indonesian University Librarians held by the Directorate of Higher Education in an effort to solve the problems faced by university libraries. Three Commissions were established to tackle the three main matters: 1). organization and management, 2). acquisition and 3). library personnel. Commission C dealt with the library personnel which was more inclined to handle the education and training of the Indonesian librarians. The points agreed and listed in its resolution were:

I. The needed levels of the librarian's training are:
   a. professional : a bachelor's degree in a certain field of study plus 2 - 3 years of training in library science.
   b. para-professional: senior high school + 3 years of training in library science; regarded as assistant-librarians.
   c. clerical : junior or senior high school + several months of training in library works.

II. The librarian's training institutions may have the form of:
   1. Formal training: a. an institution directly under the Dept. of Education and Culture which produces professional as well as para-professional librarians, or
      b. a faculty within a university which also produces professional and para-professional librarians.
   2. In-service training or Upgrading course.

III. The opportunity and facility should be made available for the training of librarians abroad; first priority should be given to university libraries which do not have professional librarians yet.

IV. In building the curriculum for a formal librarian's training and in-service training or upgrading course, it is recommended that the concerned university or institution ought to submit its re-

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IV. In building the curriculum for a formal librarian's training and in-service training or upgrading course, it is recommended that the concerned university or institution ought to submit its recommendations to the Directorate of Higher Education for its approval.

IV. C O N C L U S I O N .

We have known that education, as a mechanism of every culture, is a process of socialization for the younger generation to be able to maintain the existence of society; in other words: it is a process for every individual....

vidual to be adjusted in his society. And whenever we are discussing a system of education and training for a certain group of people for a particular kind of profession, we must not neglect taking into account the interwoven elements that exist within the cultural frame of reference of the respective society. This is the reason why we must see the education and training of Indonesian librarians in the context of the Indonesian society; specifically, the relation with the educational aspects and programs of our nation. After having understood those aspects then we may be able to set up a well balanced educational programs for the training of our librarians, lest we will be trapped by the unconscious built-in-weaknesses of our adopted system.

From the preceeding chapters we have seen, on the one hand, that there are a conscious and "unconscious" demands for trained library personnel and professional librarians to support and enhance our national educational programs and, on the other hand, we do realize that our librarian's training centers are inadequate to meet those demands. To settle this crucial problem we must take the following steps:

a). A good coordination and cooperation between the existing library school in Djakarta and the developing upgrading courses should be established for the betterment of the present condition.

b). The Directorate of Higher Education may help enlighting the education and training of librarians by responding to the resolution of the Working Conference of Indonesian University Librarians promptly.

c). A closer cooperation between Indonesian library training centers and the existing library schools in the Southeast Asian countries should be arranged,

d). Foreign aids should be sought to the well-developed countries before we can manage our own inadequacy of facilities and shortage of teaching staffs, and

e). An exchange-program of working librarians as well as library school

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c). A closer cooperation between Indonesian library training centers and the existing library schools in the Southeast Asian countries should be arranged,

d). Foreign aids should be sought to the well-developed countries before we can manage our own inadequacy of facilities and shortage of teaching staffs, and

e). An exchange-program of working librarians as well as library school instructors is inevitable at the present time to enable them to keep up with the new library technology and development in other countries.

We bring forward this matter in this conference as we regard that this is the forum where we can discuss and exchange our ideas and experiences for our mutual benefits and a better future for our library development.-

Bandung, July 1970.
Bureau of Library
Institute of Teachers Training and Ed. Sciences.

APPENDIX I

THE SUBDEPARTMENT OF LIBRARY SCIENCE
FACULTY OF LETTERS - UNIVERSITY OF INDONESIA
D J A K A R T A

THE CURRICULUM

THE CORECOURSES:	HOURS/WEEK			
	4th year		5th year	
	1st Sem	2nd Sem	1st Sem	2nd Sem
GROUP I; ORGANIZATTION & ADMINISTRATION.				
1. The Organization and administration of the Library	2	-	-	-
2. Book Selection	-	2	-	-
3. Audio-visual meterials	-	2	-	-
GROUP II. CATALOGUING AND CLASSIFICATION	4	4	-	-
GROUP III. REFFERANCE WORK & BIBLIOGRAPHY.				
1. Reference resources	2	2	-	-
2. Special Bibliograpay	-	-	6	-
3. Government Publications	2	-	-	-
GROUP IV. BOOKS LIBRARY & RESEARCH				
1. The History of Books & Libraries	2	-	-	-
2. Book production and Distribution in modern Society.	2	-	-	-
3. Archivolegy	-	2	-	-
4. Documentation	-	2	-	-
5. Method of Research	-	-	2	-
Group V; ELECTIVE COURSES				
1. The Function and organixation of the Public Library.	-	-)	-	-

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D J A K A R T A

THE CURRICULUM

THE CORECOURSES:	HOURS/WEEK			
	4th year		5th year	
	1st Sem	2nd Sem	1st Sem	2nd Sem
GROUP I; ORGANIZATTION & ADMINISTRATION.				
1. The Organization and administration of the Library	2	-	-	-
2. Book Selection	-	2	-	-
3. Audio-visual meterials	-	2	-	-
GROUP II. CATALOGUING AND CLASSIFICATION	4	4	-	-
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2. Book production and Distribution in modern Society.	2	-	-	-
3. Archivolegy	-	2	-	-
4. Documentation	-	2	-	-
5. Method of Research	-	-	2	-
Group V; ELECTIVE COURSES				
1. The Function and organixation of the Public Library.	-	-)	-	-
2. The Function and organizationof the School Library	-	-)	4	-
3. The function and organization of University & Special Libraries.	-	-)	-	-
SUPPLEMENTARY COURSES :				
1. Introduction to the World of Konwledge	4	4	-	-
TOTAL	18	18	12	x)

x) Seminar & thesis are required.

ADDITIONAL COURSES;				
1. English language	2	2	-	-
2. German or French	2	2	-	-

APPENDIX II.

UPGRADING COURSE : LIBRARY SCIENCE
BUREAU OF LIBRARY OF
THE INSTITUTE OF TEACHER TRAINING AND EDUCATIONAL SCIENCES - BANDUNG.

THE CURRICULUM

COURSES	HOURS/WEEK
1. Acquisition	2
2. The Library organization & Administration	2
3. Reference Works	2
4. Cataloging and classification.	4
5. Documentation	2
6. Books and the libraries	2
7. Charging systems	2
8. Guidance & Counseling	2
9. Method of Research	2
10. Authorsip	2
11. English language : a. Class activity	2
b. Laboratory	2
TOTAL	26

APPENDIX III

UPGRADING COURSE IN LIBRARIANSHIP & DOCUMENTATION
INDONESIAN INSTITUTE OF SCIENCES--NATIONAL SC. DOCUMENTATION CENTER
April 6 - June 26. 1970

CURRICULUM (Theory and practice)

1. General courses:
   a. archivology and dokumentation
   b. the government's plan to rehabilitate libraries
   c. research development and the problem of literature in Indonesia.
   d. the education and training of librarians in Indonesia.
2. Library science:
   a. organization and administration
   b. technical services
      - acquisition
      - classification
      - cataloging
      - the management of periodicals
   c. readers' services
      - reference materials
      - charging systems
3. Documentation:
   a. literary sources: - scientific
      - technical
      - social
   b. sources of Indonesian literature
   c. bibliography/indexing/abstracting
   d. literary search
   e. sources of translated materials
   f. scientific and technical information
4. Reproduction:
   a. introduction to the reproduction of documents
5. Seminar :

   Toward the standardization of scientific libraries in Indonesia.
6. Study tour to libraries :
   1. Museum Library, Djakarta
   2. National Archives, Djakarta
   3. British Council, Djakarta
   4. Faculty of Economics of the University of Indonesia, Djakarta
   5. Faculty of Medicine of the University of Indonesia, Djakarta
   6. Directorate of Geology, Bandung
   7. the Army Central Library, Bandung
   8. Institute of Teachers Training and Educational Sciences, Bandung
   9. Lembaga Penjelidikan Masalah Bangunan, Bandung.